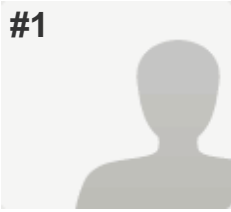


#1

**COMPLETE****Collector:** Web Link 1 (Web Link)**Started:** Tuesday, March 15, 2016 11:16:07 AM**Last Modified:** Tuesday, March 15, 2016 2:48:22 PM**Time Spent:** 03:32:14**IP Address:** 207.28.69.1

## PAGE 2

<b>Q1: Name of School District:</b>	Cardinal Community School District
<b>Q2: Name of Superintendent</b>	Joel Pedersen
<b>Q3: Person Completing this Report</b>	Cindy Green

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**Q4: 1a. Local TLC Goal**

Recruit and Retain quality teachers. By increasing base pay and providing multiple instructional strategies we will recruit and retain quality educators. The salary increase will benefit 20% of all teachers. Higher pay is one of the reasons teachers have left Cardinal. Better compensation, paid TL opportunities, and teacher empowerment will help us retain educators who may have been lost to larger neighboring districts. We believe the financial incentives will encourage many teachers to apply for TL roles. Not only do we offer full-time TL positions, those who are not ready to leave the classroom will have opportunities to stay in the classroom and still work as a TL

**Q5: 1b. To what extent has this goal been met?**

(no label)

Fully Met

**Q6: 1c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

When reviewing our data from last year to this year, in 2014-2015 without TLC, we retained 82% of our staff and in 2015-2016 we retained 91% of our staff.

In 2014-2015 without TLC, we retained 75% of our new staff. In 2015-2016 we retained 86% of our new staff.

We will continue to look at the retention data of our staff members as we continue to implement TLC.

It is also important to note that we have survey data that suggests teachers feel very supported by our coaches and model classroom teachers. These positions have given new and experienced staff a desire to stay at Cardinal, rather than leaving to find new employment elsewhere.

**Q7: 2a. Local TLC Goal**

Encourage collaboration among teachers. TLs and classroom teachers will collaborate weekly in grade level PLC teams to improve student achievement. Teachers will share successful interventions and practices along with high quality student work samples. As a group they will analyze student data. Instructional coaches will work to create a safe environment for candid conversations. They will also present and model teaching strategies that are responsive to student needs. Our TL program will encourage all teachers to apply for leadership opportunities at least once during their time in the district.

**Q8: 2b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q9: 2c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

We were not able to fill the Special Education Coach and Lead Coach positions this year, as we had no applicants. Our goal of Special Education Leads being collaborative could not be met. On staff surveys we had 90% of staff report that they have enough time for collaboration. Staff members also reported that the instructional coaching is collaborative. We also had an additional area of collaboration that was not originally written into our plan for this goal. The role of our model classroom teachers was a very collaborative role. Teachers who visited model classroom positions noted that they appreciated and benefited greatly from not only observing the classrooms, but also from the debrief they did with the model teacher. We had an additional goal for collaborating to integrate technology. We have applied for an amendment to our plan to add a team that addresses technology related collaboration. Currently, we have one coach that focuses some of her time on technology, but we would like to add 3 more positions throughout the district to help with technology integration.

**Q10: 3a. Local TLC Goal**

Teacher Empowerment- Cardinal's TL program will foster a shared leadership approach for planning and facilitating district PD and curriculum design. To sustain this sense of empowerment, all TLs will benefit from yearly PD and coaching from administrators.

**Q11: 3b. To what extent has this goal been met?**

(no label)

Mostly Met

**Q12: 3c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

Our survey data reports that 92% of our staff feel like their work with the instructional coaches has empowered them as a teacher. They feel like their conversations with coaches have made them feel a sense of ownership over their instruction. They also report that they feel like the coaches and model classroom positions have made them feel supported and like they are effective in their role as a classroom teacher. On walk throughs, we have seen a slight increase on Gradual Release of Responsibility implementation, but we would like to see that continue to increase in the coming years. We did not have a measure for teachers integrating technology, but that will be a focus for next year.

**Q13: 4a. Local TLC Goal**

We did not have a goal for this area.

Our goal for this area beginning next year will be:

Increase in Student Achievement-

Iowa Assessment scores will be compared from 2016 to 2017

Skills Iowa scores will show an increase from Fall to Winter to Spring testing cycles

FAST scores will show an increase from Fall to Winter to Spring

**Q14: 4b. To what extent has this goal been met?**

*Respondent skipped this question*

**Q15: 4c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)**

*Respondent skipped this question*

**PAGE 4: Put any goals you wish to report on, but do not directly align with state TLC goals, on this page.**

**Q16: 5a. Local TLC Goal**

*Respondent skipped this question*

**Q17: 5b. To what extent has this goal been met?**

*Respondent skipped this question*

## Impact of TLC Plan - 2015-2016

<b>Q18: 5c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>
<b>Q19: 6a. Local TLC Goal</b>	<i>Respondent skipped this question</i>
<b>Q20: 6b. To what extent has this goal been met?</b>	<i>Respondent skipped this question</i>
<b>Q21: 6c. Description of Results Including Short and Long-Term Measures (limited to 3000 characters)</b>	<i>Respondent skipped this question</i>

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**Q22: 7. Based on the results of your data analysis, what adjustments might you consider TLC implementation. (Please note this is not an official plan change). If you would like more information on how to submit an official plan change please use this link or contact Becky Slater.**

We have asked for a plan amendment for a new position for our Special Education Lead role. This is a combination of the two original roles that were listed in our plan. We had no one apply for these roles, so we met with teachers and the selection committee and decided we need to change the description somewhat and allow for some partial release time with that position. We think this change will make teachers feel like they can do their current job, as well as taking on a TL role. After reviewing our data, we also noted that we need to create a team that could monitor our technology integration and provide professional development for our staff. We have also started discussing some ways to improve our mentoring and induction for new staff.

**Q23: 8. Please share anecdotal evidence/stories that demonstrate how the implementation of TLC has impacted your district.**

We are very excited that our retention of staff is increasing. In the past, we have struggled to retain teachers from year to year. It is very promising that our teachers are sticking around, rather than moving on to other districts. When surveyed, 80% of our teachers said they feel like the TLC program has had a positive impact on their teaching. Overall, I think our program has gone well and the feedback we have been receiving from teachers has been great.

## Impact of TLC Plan - 2015-2016

**Q24: Please check each of the following boxes, indicating your agreement to continue to meet these requirements:**

Minimum Salary – The school district will have a minimum salary of \$33,500 for all full-time teachers.

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Selection Committee – The selection process for teacher leadership roles will include a selection committee that includes teachers and administrators who shall accept and review applications for assignment or reassignment to a teacher leadership role and shall make recommendations regarding the applications to the superintendent of the school district.

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Teacher Leader Percentage – The district will demonstrate a good-faith effort to attain participation by 25 percent of the teacher workforce in teacher leadership roles beyond the initial and career teacher levels.

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Teacher Compensation – A teacher employed in a school district shall not receive less compensation in that district than the teacher received in the school year preceding implementation of the district's TLC plan.

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Applicability – The framework or comparable system shall be applicable to teachers in every attendance center operated by the school district.